

UNEDITED DRAFT

VISUAL ARTS

CURRICULUM GUIDE

Grades PreK–K through 9–12 Advanced

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

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2003

Elementary Visual Arts

Grades PreK-5

Harriette Edmonds , Chair

Middle School Visual Arts

Grades 6–8

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High School Visual Arts

Grades 9–12 Advanced

Steven Bailey, Chair

ELEMENTARY VISUAL ARTS

Grades PreK–K through 5

INTRODUCTION

South Carolina Elementary Visual Art Curriculum Guide

It is important that all communities have art teachers with the knowledge and skills they need to teach art in a manner that will best enable students to learn. Organized lists of standards help teachers to reach a high level of good quality instruction for improved student achievement. The National Art Education Association (NAEA) recognizes the visual art standards as a content resource, for assisting and supporting excellent art teachers in all of America's schools. This South Carolina Elementary Visual Art Curriculum Guide is designed to meet local, state and national standards for each art teacher's plans. This visual art teacher guide presents the expectations for student learning for Pre-kindergarten – 5th grade.

This interactive guide is easy to use and will empower each art teacher in making decisions, specific lessons and yearlong plans. Each visual art teacher should feel confident that the resulting art plans from using this curriculum guide will meet their own, their schools, their students, state and national goals. Included in this guide are: blank spread sheets, available in the yearlong plans section; a variety of blank assessment forms and blank lesson plan formats, approved by the South Carolina Curriculum Leadership Institute in Arts (CLIA). With typing, copying and pasting, each art teacher can insert his/her own imaginative ideas along with the national and state standards into the blank forms included in the guide. When forms are completed, print from this guide and use during your school year for necessary curriculum plans. This curriculum guide is designed to make a visual art teacher's planning easier, efficient and effective, meeting local and state required standards, leaving more time for productive instruction with students. If you find the guide helpful and if you have any suggestions for improving it, contact the visual art director at the state department of education.

Curriculum Guide Goals

1. Provide organized materials for planning a visual arts curriculum, in order to enhance teaching and learning for all students.
2. Become a valued and current resource, which will assist visual art teachers in developing top quality standards based curricula.
3. Provide relevant links in technology and research, which will continue to upgrade, and improve visual art teacher plans.

Grade Level: Pre-K to K

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. begin to identify the differences between materials, techniques, and processes.	Students start to recognize that art materials, ways to use art materials, and steps involved in using them are different concepts. Students start to name different art materials, know that there are different ways to use them, and that there are steps involved in their use. Students use crayons, pencils and markers to make different types of lines. Students use these materials with the point and on the side to show techniques. Students use steps to create an artwork using crayons, pencils, or markers. Students draw a picture with pencil, outline with markers, and fill-in with crayons.	teacher observations checklists questioning.
b. use different media, techniques, and processes to communicate ideas, experiences, and stories.	Students cut with scissors, mold with clay, use bright colored paper, and paint. Young children use their artworks to show how they feel, think and perceive often by way of storytelling, dreams, and fantasies. Students develop expressive ideas and skills in their exploration of different art media, techniques and processes to create a picture of home, family, or trips.	teacher observations checklists questioning.
c. use art materials and tools in a safe and responsible manner.	Students practice to develop fine motor skills, learn how to use new tools and materials. Art product labels must clearly state that they are to be used only with appropriate aged students. Adults must maintain a hazard free art experience, such as using round end scissors with kindergarteners.	teacher observations checklist questioning.

A list of materials safe for young children is available from the Art and Craft Material Institute, Inc., 715 Boylston Street, Boston, MA 02116. Write to the National Art Education Association, 1916 Association Drive, Reston, Virginia 22091 for an updated, detailed list of safety guidelines.

The following components of **art media and methods** should be introduced in kindergarten.

Use drawing skills to:

- Express individual ideas, thoughts, and feelings
- Experience a variety of materials such as pencils, crayons, oil crayons, chalk, and water-based pens
- Draw from memory, imagination, and observation

Use collage and mixed media to:

- Express individual ideas, thoughts, and feelings
- Experience a variety of materials such as paper, found objects, cardboard, string, plastic, and fibers to create a collage

Use painting to:

- Express individual ideas, thoughts, and feelings
- Experience a variety of painting tools and materials such as brushes, string, fingers, sponges, tempera or liquid school acrylic, found objects, paper to create an artwork

Use printmaking to

- Express individual ideas, thoughts, and feelings
- Experience a variety of printmaking tools and materials to create an artwork

Sculpture

- Express individual ideas, thoughts, and feelings
- Recognize differences between two and three-dimensional artworks
- Use a variety of sculpture tools and materials to create an artwork for beginning sculpture such as modeling clay, wood, plastic, boxes, paper, cardboard, and toothpicks

Textiles and Fibers

- Express individual ideas, thoughts, and feelings
- Use a variety of fiber tools and materials such as yarn, string, plastic, synthetic fabric, natural fabric to create a textile artwork

Technology and Photographic Imagery

- Recognize that photographic imagery can be still or motion
- Recognize that photographic imagery can be made with a variety of tools and materials such as still cameras, video cameras, and motion picture cameras
- Investigate and examine a variety of methods that computer technology is used to create artworks

Simple Architectural Structures and Environmental Art

- Express individual ideas, thoughts, and feelings
- Recognize examples of simple architectural structures and environmental art

Sketchbook and Portfolio

- Keep a sketchbook to record student's artworks and to observe and evaluate development of creativity, originality, and individuality in style
- Keep a portfolio to organize student's artworks and to document, observe, and evaluate artistic development.

Safety in the Creative Process

- Regularly demonstrate a cautious respect, care and cleaning of art materials and tools

Grade Level: Pre-K to K

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. Identify some elements and principles of design in artworks.	Students recognize the principles of design balance, movement, and pattern. Students point to lines and shapes seen in art prints and find patterns in clothing or wallpaper samples.	teacher observations checklists questioning.
b. Use some elements and principles of design in artworks.	Students print straight lines with cardboard strips dipped in ink, or cut and glue paper collages showing different shapes. Students demonstrate knowledge of the principles of design such as balance, pattern and rhythm concepts. Students arrange shapes in a symmetrical balanced design to create simple masks using paper and yarn.	teacher observations checklists questioning

The following components of the **elements and principles of design** are to be introduced in kindergarten, and are more fully developed in grades 1-5.

Elements of Art

Line

- Investigate and examine line in artworks
- Identify and name various types of lines
- Use a variety of art media and tools to create line
- Use line to create shape or form
- Use line to create pattern and texture
- Use line to create movement
- Use line to express thoughts and emotions

Shape

- Investigate and examine shape in artworks
- Recognize shape as being a two-dimensional flat space enclosed by actual or implied lines
- Identify organic shapes
- Name and identify geometric shapes
- Arrange shapes to create an artwork
- Use shape to create pattern and texture

Color

- Investigate and examine color in art
- Name and identify primary and secondary colors
- Name and identify warm and cool colors
- Use the warm and cool colors in a composition

Value

- Investigate and examine value in art as the relative lightness or darkness of a color
- Create tints by adding a color to white
- Create shades by adding a color to black

Form

- Investigate and examine form in artworks
- Recognize form as being a three-dimensional object with height, width, and depth
- Name and identify geometric forms
- Identify organic forms
- Create an artwork by arranging forms

Texture

- Investigate and examine texture in artworks
- Recognize texture as the look and/or feel of a surface
- Identify and name different types of textures such as soft, dull, rough, smooth, silky, and pebbly
- Create an artwork using texture

Space

- Investigate and examine the use of space in artworks
- Apply the use of space in an artwork

Principles of Design

According to National Visual Arts Standards, the principles of design are: repetition, balance, emphasis, contrast, and unity.

Repetition-the use of line, color, or a motif, in more than one place in a composition.

- Explore and examine pattern in art
- *Pattern* is created through a repetition of the same element to create an overall design.
- *Rhythm* is the repeated use of similar elements such as color, line, or shape- a smooth transition from one to the other.

Balance-the equilibrium of various elements in a work of art.

- Investigate and examine balance in art
- Recognize that balance is a way of arranging elements of design to give an artwork a sense of equality in visual weight
- Identify symmetrical and asymmetrical balance in a work of art.

Emphasis-is the center-of-interest, as the largest, brightest, or lightest subject.

Contrast-shows differences between the elements of art .

Unity- the harmony of all the visual elements in a composition.

- *Proportion* is the pleasing relationship of all parts to each other and to the whole of the design.
- *Variety* is differences in scale, surface, line, value and shape that give interest to a composition.

Grade Level: Pre-K to K

III. Choosing and evaluating a range of subject matter, symbols, and ideas

Creative Expression/Aesthetic Valuing— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artworks and in the evaluation of various artworks.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. create an artwork that expresses personal experiences.	Students make an artwork that shows something with which they are familiar. Students recall and describe observations and visually express experiences, such as a field trip to the zoo, a birthday party or family trips in their artworks.	teacher observations checklists questioning.

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, and world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. begin to identify specific artworks and styles as belonging to particular artists, cultures, times, and places.	Students view various types of art, know some of the different artists, and remember simple facts. Kindergarteners should not be expected to remember dates in art history or sequence art periods.	teacher observations checklists questioning
b. begin to identify some art objects, artists, and resources specific to their community.	Students identify how art has affected the actions, people, and cultures of their community. Students view artworks accompanied by simple discussions. Students observe portraits or sculptures and identify similarities and differences in artworks	teacher observations checklists questioning.

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. identify some purposes for creating artwork.	Students recognize simple artists' intentions for creating artworks. Students give reasons why an artwork was made. Students recognize that a ceramic pitcher is used for holding a liquid or a mask for covering a face for protection or disguise.	teacher observations checklists questioning.

Grade Level: Pre-K to K

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – *Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. begin to identify connections between the visual arts and other content areas across the curriculum.	Students begin to recognize some artistic styles and cultures. Students recognize simple relationships of art to science, math, writing, music, and etc. Students view a painting of Monet's Giverny garden and discuss flowers in a vase located in the art classroom. Students plant flower seeds as a science activity. After examining a print of <i>Hands With Flowers</i> by Pablo Picasso, students paint their own interpretation of the flowers they have planted.	Teacher observations checklists questioning.

Grades 1 and 2

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. identify the differences between materials, techniques, and processes.	Students recognize the difference between art media, ways to use media and steps that are involved in using media. Students recognize the difference between the materials, techniques and processes that the artist used to create the artwork Students identify and select from a variety of materials such as pencils, crayons, chalk, and oil crayons for a drawing. Students look at an example of an artwork such as <i>The Master of Ceremonies</i> , 1985, by Miriam Shapiro, a drawing, painting and fabric on canvas. Students paste yarn and found objects into the drawing, creating a mixed media collage.	teacher observations rubric
b. use different media, techniques, and processes to communicate ideas, experiences, and stories.	Students apply the use of various art materials, ways of using them, and the steps involved in using these materials in order to express their ideas, experiences , and stories. Students use paper plate and popsicle stick masks and/or costumes for a skit, pretending to be imaginary characters as students tell a story is an example of art making and communicating ideas for young students. Students use paper bags, construction paper, yarn and glue, students create hand puppets. A puppet show is a way of exhibiting student artwork as they communicate their ideas in a story to an audience.	journal teacher observations checklist
c. use art materials and tools in a safe and responsible manner.	Students follow safe classroom rules posted in the art room such as, washing hands after completing artworks and by keeping art materials away from the mouth. Students are knowledgeable and informed of possible dangers with art materials and tools such as, not running with scissors and not breathing chalk dust or art sprays.	teacher observations

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Write to the National Art Education Association, 1916 Association Drive, Reston, Virginia 22091 for an updated, detailed list of safety guidelines.

The following components of **art media and methods** are to be developed in first and second grades.

Drawing

- Express individual ideas, thoughts, and feelings
- Draw using a variety of materials such as pencils, crayons, oil crayons, chalk, and water-based markers
- Draw from memory, imagination, or observation

Collage, Mosaic, and Mixed Media

- Express individual ideas, thoughts, and feelings
- Produce a collage using a variety of materials such as paper, found objects, cardboard, string, plastic, and fiber
- Introduced in second grade- Produce a mixed-media artwork using a variety of materials such as photographs, magazine pictures, paper, yarn, paint, and crayons

Painting

- Express individual ideas, thoughts, and feelings
- Produce an artwork using a variety of painting tools and materials such as tempera or liquid school acrylic, brushes, string, fingers, sponges, found objects, and paper

Printmaking

- Express individual ideas, thoughts, and feelings
- Produce an artwork using a variety of printmaking tools and materials

Sculpture

- Express individual ideas, thoughts, and feelings
- Recognize the differences between two and three-dimensional artworks
- Produce an artwork using a variety of sculpture tools and materials, with tools and materials for beginning sculpture

Textiles and Fibers

- Express individual ideas, thoughts, and feelings
- Produce a textile artwork using a variety of fiber tools and materials
- Introduced in second grade- Identify characteristics of fibers in textiles such as heavy, light, smooth, rough, natural, synthetic, tightly woven, and loosely woven
- Produce a textile artwork using a variety of methods such as weaving, knotting, batik, and stitchery

Technology and Photographic Imagery

- Recognize photographic imagery to be still or motion
- Recognize that photographic imagery can be produced with a variety of tools and materials such as still cameras, video/ motion picture cameras, and digital cameras.
- Investigate and examine a variety of ways that computer technology is used to produce artworks.

Simple Architectural Structures and Environmental Art

- Express individual ideas, thoughts, and feelings
- Recognize simple architectural structures and environmental art
- Construct simple architectural models of structures from a variety of materials
- Identify architectural forms of shelter such as tepee, cave, modular structure, log cabin, and adobe pueblo

Sketchbook and Portfolio

- Maintain a sketchbook
- Record their artworks and to observe and evaluate their creativity, originality, and individuality in developing a personal style

- Maintain a portfolio to organize their artworks and to document, observe, and evaluate their artistic development

Safety in the Creative Art Process

- Regularly demonstrate a cautious respect care and cleaning of materials and tools

Grades: 1 and 2

II. Using knowledge of structures and functions such as elements and principles of design.

***Aesthetic Perception/Creative Expression** – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. identify the elements and principles of design in items that are of natural or of human origin.	Students recognize the elements and principles of design in nature and in objects made by people. Students examine photos of mobiles created by Alexander Calder and create a balanced mobile using wire, yarn and construction paper cut outs. Students name the elements of design they see in tree bark and in a painting by Wassily Kandinsky.	teacher observations checklist rubric
b. use elements and principles of design to communicate ideas in artworks.	Students apply the elements and principles of design in an artwork to express an idea. Students paint patterns onto one sheet of paper, using only warm colors. They paint repeated patterns on a second sheet of paper with cool colors. The student chooses one sheet of paper (either the warm or the cool page) cuts the page into strips and cut slits in the second paper. The strips are woven into the slits, contrasting the warm colors with the cool colors in a paper weaving.	teacher observations checklist rubric

The following components of the **elements and principles of design** are to be developed in first and second grades.

Elements of Art

Line

- Investigate and examine line in artworks
- Identify and name types of lines
- Use a variety of art media and tools to create line
- Use line to create shape or form
- Use line to create pattern and texture
 - Use line to create movement
 - Use line to express thoughts and emotions

Shape

- Investigate and examine shape in artworks
- Recognize shape as being a two-dimensional flat space enclosed by actual or implied lines
- Identify organic shapes
- Identify and name geometric shapes
- Arrange shapes to create an artwork
- Use shape to create pattern and texture

Form

- Investigate and examine form in artworks
- Recognize form as being a three-dimensional object with height, width, and depth
- Identify organic forms
- Produce an artwork by arranging forms

Value

- Investigate and examine value as being the relative lightness or darkness of a color
- Mix tints by adding color to white
- Mix shades by adding color to black
-

Color

- Investigate and examine color in art
- Name and identify primary and secondary colors
- Name and identify warm and cool colors and use them in a composition
- Introduced in **second grade** - Mix primary colors to make secondary colors.
- Name and identify intermediate colors
- Primary colors are introduced in first grade
- Mixing primary colors to make secondary colors is taught in second grade

Texture

- Investigate and examine texture in artworks
- Recognize texture as the look and/or feel of a surface
- Identify and name various textures

- Use texture in an artwork
- Introduced in second grade- Identify and name geometric forms

Space

- Investigate and examine space in artworks
- Use space in an artwork

Introduced in second grade- Recognize that space is the open or empty area around, above, between, within, or below objects

- Recognize positive space as the area within shapes and forms
- Recognize negative space as the area around shapes and forms

Principles of Design

Repetition- the use of line, color, or a motif, in more than one place in a composition.

- Introduced in second grade- Explore and examine variety in art
- ***Rhythm-*** Investigate and examine rhythm in artworks
- ***Pattern-***
- Investigate and examine pattern in artworks
- Recognize that pattern is an arrangement of lines, shapes, colors, or forms in a regular or irregular repetition

Emphasis

- Introduced in first grade and developed in second grade-
- Explore and examine emphasis in art
- Recognize that emphasis implies areas (shapes, sizes, colors) in a work of art that dominate and draw attention to the main idea
- Identify emphasis in works of art

Balance

- Investigate and examine balance in artworks
- Recognize that balance is a way of arranging elements of design to give an artwork a sense of equity in visual weight
- Identify symmetrical balance in a work of art
- Introduced in second grade-Identify radial (symmetry from the center) balance in an artwork.

Contrast

- shows differences between the elements of art.

Unity

- Introduced in first grade and developed in second grade- Investigate and examine proportional relationships in designs.
- Recognize that variety in a work of art is a change in shape, line, surface, value and scale, which make interest in a composition.

Grades: 1 and 2

III. Choosing and evaluating a range of subject matter, symbols, and ideas

Creative Expression/Aesthetic Valuing— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. create artwork that expresses personal experiences.	Students make an artwork that shows something that they know. Students examine and discuss portraits of children such as Frankie, 1937, painted by Laura Waring, or <i>Richard at Age Five</i> , 1944, painted by Alice Neel. Students observe friends in the classroom and share travel experiences. Students draw pictures of people at a fair or a family on vacation. The pictures are drawn with black glue (black tempera paint and glue mixture). After the glue drawing is dry, students color the pictures with oil pastels.	teacher observations checklist rubric
b. describe personal responses to various subject matter, symbols, and ideas in artwork.	Students describe what they see and how they feel about different subject matter, symbols, and ideas in an artwork Students view several reproductions of Mary Cassatt's portraits showing a mother and child. Students discuss mother and child situations they are familiar with in their family or in a friend's family. Students compare the objects, people, dress, and facial expressions of Mary Cassatt's artworks and their own ideas about family relationships between a mother and child.	teacher observations questioning

Grades: 1 and 2

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, and world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. identify specific artworks and styles as belonging to particular artists, cultures, times and places.	<p>Students recognize particular artworks and ways of creating art as that of individual artists, cultures, periods, and locations.</p> <p>Students view artworks by Frida Kahlo, such as, <i>Frida and Diego Rivera</i>, 1931.</p> <p>Students look at paintings by Diego Rivera, such as, <i>The Making of a Fresco Showing the Building of a City</i>, 1931. Students recognize that these two artists were married to each other.</p> <p>Students locate Mexico, home of the artists, on a map. Students discuss Mexican dress compared to American dress, the similarities and differences in the painting of objects and symbols in the two artworks.</p>	<p>teacher observations</p> <p>questioning</p>
b. identify a variety of art objects, artists, and resources specific to their community.	<p>Students recognize various artworks, material culture, artists, and materials to make art found in their area.</p> <p>Students examine a variety of examples of Catawba Indian pottery from South Carolina. Arrange an artist residency and have a current Catawba potter visit the school to tell students about the Catawba tribe, its location, and demonstrate pottery techniques and clays used. Students identify the type of clays used and where clay is located in nearby areas of South Carolina.</p>	<p>teacher observations</p> <p>rubric</p>

The following components of art history are developed in first and second grade:

- Recognize art as being a visual record of humankind
- Focus on the role of art museums in the community
- Explore careers in the field of art
- Introduce in second grade: Recognize the function of visual arts in the community and recognize the value of art in a variety of careers

Grades: 1 and 2

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. identify various purposes for creating artwork.	Students recognize the various reasons why artists make artworks. Students design and print invitations for parents and administrators to view a school art exhibit. Students display artwork such as weavings, sculptures, framed drawings and paintings. Students label and identify artworks, in the show, and include lists of uses of the artworks.	teacher observations
b. compare and contrast the expressive qualities in nature and those found in artworks.	Students discuss differences and similarities of what they see outside and in artworks. Students paint spring flowers from a still life. Students examine garden paintings by Claude Monet and Vincent Van Gogh. Students recognize how artists' responses to nature vary.	teacher observations painting rubric

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. distinguish between utilitarian and non-utilitarian art.	Students know the difference between artworks that are functional and nonfunctional. Students look at a variety of artworks to determine their purpose. Students eat lunch in the school cafeteria and use conventional utensils such as forks and spoons. Students examine metal sculptures by artists such as bottle cap and wire sculptures by American Folk artists. Students discuss the materials used in each artwork. Students decide on the use and success of each object.	teacher observations questioning
b. identify connections between the visual arts and other content areas across the curriculum.	Students recognize that the visual arts connect to other aspects of their lives and in other subjects they study. Social studies lessons include topics such as people in South and North America and recognize examples of textile artworks that these people produce. Students create yarn weavings and then examine photos or examples of South American textiles including patterns and styles of clothing. Students study a variety of Amish quilt patterns and create their own original paper quilt design using colored pencils or marker.	teacher observations rubric

Grades: 3-5

I. Understanding and applying media, techniques, and processes.

***Creative Expression** – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. describe how different materials, techniques, and processes cause different responses in the viewer.	Students express how different materials used by artists, the ways of using these materials, and the steps involved in using these materials cause different reactions to the artworks. Students view a Native American clay sculpture or look at an example of Mola cloth from the Cuna Indians of Panama. Students “take a walk” into an artwork or a stroll around a sculpture to sense a feeling of the artist.	teacher observations oral and written questions
b. use different media, techniques, and processes to communicate ideas, experiences, and stories.	Students apply the use of various art materials, ways of using them, and the steps involved in using these materials in order to express their ideas, experiences, and stories. Many artists create artworks that show activities, which occurred during their life. Students examine artworks by African American artist Benny Andrews. By cutting cloth and paper, gluing objects they incorporate into a painting, as Benny Andrews did, students create pictures about events and stories that happened in their own lives.	teacher observations rubric
c. use art materials and tools in a safe and responsible manner.	Students, in all grade levels, need to be constantly reminded of rules posted concerning safe art classroom procedures. Greater emphasis should be placed on classroom safety as materials and tools become more sophisticated.	teacher observations questions

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The following components of **art media and methods** are to be developed in third, fourth, and fifth grades.

Drawing

- Express individual ideas, thoughts, and feelings
- Draw with a variety of materials (pencils, crayons, oil crayons, chalk, water-based pens)
- Draw from memory, imagination, or observation
- Introduced in fourth grade and developed in fifth grade- Create an artwork using materials such as charcoal or pen and ink

Collage, Mosaic, and Mixed Media

- Express individual ideas, thoughts, and feelings
- Create a collage using a variety of materials such as paper, found objects, cardboard, string, plastic, and fiber
- Create a mixed-media artwork using a variety of materials such as photographs, magazine pictures, paper, yarn, paint, and crayons
- Introduced in third grade and developed in fourth and fifth grade- Create a mosaic using a variety of materials such as pieces of tile, construction paper pieces, and small stones

Painting

- Express individual ideas, thoughts, and feelings
- Create a painting using tools and materials such as tempera, school acrylic, brushes, string, sponges, found objects, and paper

Printmaking

- Express individual ideas, thoughts, and feelings
- Create a print using a variety of printmaking tools and materials

Sculpture

- Express individual ideas, thoughts, and feelings
- Recognize the differences between two and three-dimensional artworks
- Produce a sculpture using a variety of sculpture tools and materials for beginning sculpture such as modeling clay, wood, plastic, boxes, paper, cardboard, and toothpicks
- Introduced in fourth grade and developed in fifth grade- Produce a sculpture using tools and materials such as paper mâché', plaster of Paris, and kiln-fired clay
- Introduced in third grade and developed in fourth and fifth grade-Differentiate between additive and subtractive sculpture

Textiles and Fibers

- Express individual ideas, thoughts, and feelings
- Identify characteristics of fibers in textiles such as heavy, light, smooth, rough, natural, synthetic, tightly woven, and loosely woven
- Produce a textile artwork using a variety of fiber tools and materials such as yarn, string, plastic, synthetic fabric, and natural fabric
- Produce a textile artwork using a variety of methods such as weaving, knotting, batik, and stitchery

Technology and Photographic Imagery

- Recognize that photographic imagery can be still or motion
- Recognize that photographic imagery can be made with a variety of tools and materials such as still cameras, video cameras, and motion picture cameras
- Investigate and examine a variety of ways that computer technology is used to create artworks
- Introduced in third and developed in fourth and fifth grade- Express individual ideas, thoughts, and feelings
- Produce a photographic artwork using a variety of photographic tools and materials such as sun prints, photograms, and photomontages

Simple Architectural Structures and Environmental Art

- Recognize simple architectural structures and environmental art
- Express individual ideas, thoughts, and feelings
- Construct simple architectural models of structures from a variety of materials such as sticks, rocks, bricks, plastic, wood, boxes, and fabric
- Identify architectural forms of shelter such as tepee, cave, modular structure, log cabin, and adobe pueblo
- Introduced in fourth grade and developed in fifth grade- Differentiate among a variety of architectural styles
- Recognize how architectural styles relate to environmental factors such as cultural traditions, aesthetic values, climates, geographic locations, types of available materials, and terrain/landscapes

Sketchbook and Portfolio

- Maintain a sketchbook to record their artworks and to observe and evaluate development of creativity, originality, and individuality in style
- Maintain a portfolio to organize their artworks and to document, observe, and evaluate artistic development

Safety in the Creative Art Process

- Regularly demonstrate a cautious respect, care for and cleaning of art materials and tools

Grade Level: 3-5

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. describe orally and in written form how the various uses of elements and principles of design cause different responses in the viewer.	Students tell out loud and in writing how a person looking at the artwork reacts to it when different elements and principles of design are used. Students use the elements and principles of design to create a story quilt. Students draw and color, with crayons, pictures of family activities on cut square shapes of paper, 4"x4". Students glue these drawings, from an entire class, to a large piece of craft bulletin board paper. These drawings are lined in a balanced arrangement that best tells stories of their family activities. Students write descriptions of the colors, lines and shapes, the contrasts and balance, etc. used in their pictures, in their art journals, and tell their stories to the class, making a story quilt like Faith Ringgold..	teacher observations questions rubric journal
b. select and use elements and principles of design to communicate personal ideas in artworks.	Students choose and apply the elements and principles of design to express their own ideas in an artwork. Students create a crayon/line drawing of each other playing a game. The students then use a variety of gadget shapes and ink to print a decorative, repeat pattern border, with contrasting colors, about 3 inches around the outside edge of the paper, framing the drawing.	teacher observations checklist rubric

The following components of the **elements and principles of design** are to be developed in third, fourth and fifth grades.

Elements of Design

Line

- Investigate and examine line in art
- Identify and name various types of lines
- Use a variety of art media and tools to create lines
- Use line to create shape or form
- Use line to create pattern and texture
- Use line to create movement
- Use line to express thoughts and emotions

- Introduced in third grade and developed in fourth and fifth grade- Identify, name, and use line

Color

- Investigate and examine color in art
- Name and identify primary and secondary colors
- Mix primary colors to make secondary colors
- Name and identify intermediate colors
- Mix primary colors with secondary colors to make intermediate colors
- Name and identify warm and cool colors and use them in a composition
- Introduced in fourth grade- Name, identify, and use achromatic or neutrals (white, gray, and black)
- Introduced in third grade and developed in fourth and fifth grade: Name, identify, and use color schemes such as analogous and complementary color combinations.

Value

- Investigate and examine value in art as the relative lightness or darkness of a color (pink is a high value of red and burgundy is a low value of red)
- Mix color tints (high values) by adding color to white
- Mix color shades (low values) by adding black to colors
- Introduced in third grade and developed in fourth and fifth grades- Name, identify and use value

Shape

- Investigate and examine shape in art
- Recognize shape as a two-dimensional flat space enclosed by actual or implied lines
- Identify organic shapes
- Identify and name geometric shapes
- Arrange shapes to create an artwork
- Use shape to create pattern and texture
- Introduced in third grade and developed in fourth and fifth grade- Name, identify, and use shape

Texture

- Investigate and examine texture in art
- Recognize texture as the look (implied texture) and/or feel (actual texture) of a surface
- Identify and name different types of textures
- Create texture in an artwork
- Introduced in third grade and developed in fourth and fifth grade- Distinguish between tactile (actual) and visual (implied) texture
- Introduced in third grade and developed in fourth and fifth grade- Name, identify, and use texture

Form

- Investigate and examine form in art
- Recognize form as being a three-dimensional representation of an object with height, width, and depth
- Identify organic forms (objects with curvy, free-flowing and natural outlines)

- Identify and name geometric forms (objects with straight lines and angles such as a sphere, cone, cube, or pyramid)
- Arrange forms to create an artwork
- Introduced in third grade and developed in fourth and fifth grades- Name, identify, and use form

Space

- Investigate and examine space in art
- Recognize that space is the open or empty area around, above, between, within, or below objects
- Recognize positive space as the area within shapes and forms
- Recognize negative space as the area outside shapes and forms
- Work with space in an artwork
- Introduced in third grade and developed in fourth and fifth grade-Name, identify, and use space

Principles of Design

Repetition-the use of line, color, or a motif, in more than one place in a composition.

Pattern-is created through a repetitious use of the same element to create an overall design.

- Investigate and examine pattern in art
- Recognize that pattern is an arrangement of lines, shapes, colors, or forms in a regular repetition
- Introduced in third grade and developed in fourth and fifth grade- Name, identify, and use pattern as being a principle of design

Rhythm-is the repeated use of similar elements such as color, line, or shape.

- Investigate and examine rhythm in art
- Introduced in third grade and developed in fourth and fifth grade- Recognize that rhythm is a sense of visual movement achieved by the repetition of one or more elements of design in a work of art
- Name, identify, and use rhythm as being a principle of design
- Introduced in fourth grade and developed in fifth grade- Recognize types of rhythm: random, regular, alternating, flowing, and/or progressive (jazzy)

Emphasis- is given to a center-of-interest, which might be the largest, brightest, or lightest subject.

- Investigate and examine emphasis in art
- Recognize that emphasis implies areas (shapes, sizes, colors) in a work of art that dominate and draw attention to the main idea
- Identify emphasis in works of art
- Introduced in third grade and developed in fourth and fifth grade- Name, identify, and use emphasis

Balance- is the equilibrium of various elements in the work of art.

- Investigate and examine balance in art
- Recognize that balance is a way of arranging elements of design to give an artwork a sense of equality in visual weight
- Identify symmetrical (formal) balance in a work of art
- Identify radial (from the center) balance in a work of art
- Introduced in third grade and developed in fourth and fifth grade-Identify asymmetrical (informal) balance in a work of art
- Name, identify, and use balance

Unity- is the harmony of all the visual elements in a composition.

- Investigate and examine unity in art
- Introduced in third grade and developed in fourth and fifth grade- Recognize that unity in a work of art is a quality that occurs when all its elements and principles are working together
- Identify and name the elements and/or principles in an artwork that create unity
- Name, identify, and use unity

Proportion-is the pleasing relationship of all parts to each other and to the whole of the design.

- Introduced in third grade and developed in fourth and fifth grade- Explore and examine proportion in art
- Recognize that proportion is size relationship of one part to another in a work of art
- Recognize that proportion can indicate distance (small shapes are far away; large shapes are close-up.)
- Introduced in fourth grade and developed in fifth grade- Name, identify, and use proportion

Variety-differences in scale, surface, line, value, and shape that give interest to a composition.

- Investigate and examine variety in art
- Recognize that variety in a work of art is a change in shape, form, appearance, or detail that creates interest
- Introduced in third grade and developed in fourth and fifth grade- Recognize that unity and variety often work together in design
- Name, identify, and use variety

Contrast- shows differences between the elements of art, which are: line, color, shape, value, space, and texture.

Grade Level: 3-5

III. Choosing and evaluating a range of subject matter, symbols, and ideas

***Creative Expression/Aesthetic Valuing**— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. select and use subject matter, symbols, and ideas to communicate meaning in artworks.	Students choose and use subject matter, symbols, and ideas to tell the meaning of their artworks. Students select sayings they have heard that are descriptive symbols of something very familiar such as: “life is a bowl of cherries”, “a fork in the road”, “it’s raining cats and dogs” or “he is two-faced”. Students select one favorite quote and draw an illustration, which communicates a visual meaning of the phrase.	teacher questions journal rubric
b. evaluate how choices of subject matter, symbols, and ideas communicate effectively in their artwork and in the artwork of others.	Students judge how their selection of subject matter, symbols and their ideas make others understand what they are trying to say in artworks. Students view photographs of Yosemite National Park by Ansel Adams or photographs of migrant workers by Dorothea Lange and discuss how effective the subject matter communicates a feeling about the people and places in these artworks. Students choose and arrange personal objects (may be objects brought from home) on a sheet of blueprint paper (with partial light in the art room). Students then walk outside and expose the blueprint paper to sunlight until the blueprint paper is almost white. When the design is returned to the room, objects are removed and areas of colored pencil can be added to finish a photogram.	teacher observations questions rubric

Grade Level: 3-5

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, and world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. identify specific artworks and styles as belonging to particular artists, cultures, times, and places.	Students are able to recognize artworks, the way they look and that these are the works of specific artists, cultures, periods, and locations. Students identify Egyptian Hieroglyphics and discuss how these historic symbols illustrate the way people lived during the period of pyramids and pharaohs. Students will roll slabs of clay, select hieroglyphic symbols and write messages on the clay slab to create a cartouche.	teacher observations rubric
b. identify a variety of art objects, artists, and resources specific to South Carolina.	Students are able to recognize different artworks, cultures, artists and materials that are from South Carolina. Students identify prints of face jugs created by early African American slave laborers in S. C., and sweet grass baskets woven by African Americans from Charleston, S. C. Students research the Internet and create a PowerPoint presentation about pottery and basketry from S. C.	teacher observations questions journal
c. describe how history, culture, and the visual arts can influence each other.	Students tell how the visual arts, various events and living in a particular part of the world relate to and cause certain reactions to one another. Students view artworks created by early Americans, some trained and many folk artists, struggling to survive during the time of moving west in wagons and building log cabin houses. Students discuss the needs of early American people and how they were forced to create art using found materials to express their feelings. Students draw pictures that describe how they imagine their life might have been if they had lived during those early American times.	teacher observations questions rubric

The following components of **art history** are developed in third, fourth and fifth grade-

- Recognize art as being a visual record of humankind
- Focus on the role of art museums in the community
- Recognize the function of visual arts in the community
- Investigate art careers
- Recognize the value and connections of art in a variety of careers
- Introduced in third grade and developed in fourth and fifth – Develop an awareness of art and its origin in natural and industrial environments

Grade Level: 3-5

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. describe how people's experiences influence the development of specific artworks.	Students tell how their experiences or the experiences of the artists inspire the creation of their artworks. Students view several prints of animal skulls, mountains in New Mexico and city scenes of New York painted by Georgia O'Keeffe. Students describe how the artist's travel experiences, living in New Mexico and New York, influenced the subject matter, and change in the artist's work.	teacher observations questions journal
b. analyze their artwork and the artworks of others and describe possible improvements.	Students examine their artworks and the artworks of others to determine how the artworks could be made better. Students visit a local art museum and analyze artwork as they participate in a docent tour. Students draw a picture about the trip and describe how their work may have changed after viewing the artworks in the museum.	teacher observations questions rubric
c. distinguish between personal preferences and objective analysis in artworks.	Students discuss differences between what they personally like in an artwork and what the artwork is intentionally meant to represent. Students view several artworks by the artist Romare Bearden. Students pretend to write a letter to the artist asking questions about how he chose the subjects of his artworks and how the artworks expressed Bearden's feelings. In the letter, the student is to list personal opinions distinguished from the imagined artist's favorite parts of the artworks. The artist's choice of materials used and reactions to the artworks will be described differently. An extension of this lesson could be drawings for artworks designed using Romare Bearden's style.	teacher questions rubric journal

Grade Level: 3-5

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
a. compare and contrast characteristics of the visual arts and other arts disciplines.	Students recognize the similarities and differences between the visual arts and other arts disciplines. Students listen to a sample of music created by Africans. Students view a print of Mulholland Drive, the Road to the Studio, 1980, by David Hockney. The students discuss rhythm, both in the music and in the painting by Hockney. Students create a painting with their own beat; a painting that expresses a rhythm. Students contrast differences and compare similarities in the musical works and the visual art creations. An extension of this lesson could be to have a dancer visit the school and demonstrate body movement showing rhythm and then have students analyze a painting of dancers by Degas.	teacher observations questions rubric
b. identify connections between the visual arts, other arts disciplines, and other content areas across the curriculum.	Students recognize that the visual arts and other areas of study relate to one another and that each can be used in relationship with the other.. Students write short stories, that could be used in dramatic plays about different cultures and places they have studied in social studies. The students create construction paper masks for characters in their stories. Students act out the part of this character in their play including facts from their social studies chapters. Students identify the connections made between creative writing, drama, visual art and social studies.	teacher observations questions rubric journal
c. recognize career opportunities in the visual arts.	Students become familiar with jobs that are available in the visual arts. Students take several photographs with a digital camera. The digital photographs are imported into computer art programs such as Dabbler or Painter's Classic. The students then enhance the photographs by adding or subtracting parts of the composition. Invite a graphic artist from a community publishing company to visit the classroom. Students discuss and recognize the many careers available through the world of technology today.	teacher observations questions rubric

Elements and Principles of Design

Elements - Form, Line, Shape, Color, Texture, Space, Value

1. **Form** is an element of art that is three-dimensional and encloses volume. Cubes, spheres, and cylinders are examples of various forms.
2. **Line** is an element of art, which refers to the continuous mark made on some surface by a moving point. It may be two dimensional, like a pencil mark on paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is an outline, contour or silhouette.
3. **Shape** is an enclosed space defined by other elements of art. Shapes may take on the appearance of two-dimensional or three-dimensional objects.
4. **Color** is an element of art with three properties: 1-Hue, the name of the color, e.g. red, yellow, etc. 2- Intensity or the purity and strength of the color such as brightness or dullness. 3- value, or the lightness or darkness of the color.
5. **Texture** refers to the surface quality or “feel” of an object such as roughness, smoothness, or softness. Actual texture can be felt while simulated textures are implied by the way the artist renders areas of the picture.
6. **Space** refers to the distance or area between, around, above or within things. It can be a description for both two and three-dimensional portrayals.

Principles- Repetition, balance, emphasis, contrast, and unity

- 1.**Repetition** is the use of line, color, or a motif, in more than one place in a composition.
pattern and *rhythm* are parts of repetition.
2. **Balance** is a sense of stability in the body of work. Balance can be created by repeating same shapes and by creating a feeling of equal weight.
3. **Emphasis** in a composition refers to developing points of interest to pull the viewer’s eye to important parts of the body of the work.
- 4.**Contrast** shows differences between the elements of art, which are line, color, shape, value, space, and texture.
5. **Unity** is seen in a painting or drawing when all the parts equal a whole. Your work should not appear disjointed or confusing.
variety- refers to the differences in the work; you can achieve variety by using different shapes, textures, colors and values in your work.
proportion- or scale refers to the relationships of the size of objects in a body of work. Proportions gives a sense of size seen as a relationship of objects, such as smallness or largeness.

Visual Art Media and Materials

ArtLex <http://www.artlex.com>

Investigate this website, ArtLex, an art dictionary, for more information on art media selections, media history and a media time line.

Media is the plural of the word medium. Media may refer to printed media as books, magazines, and newspapers; radio; cinema; and such electronic media as television, web pages, CD-ROMS, DVDs, and mixed media.

Medium is the material or technique used by an artist to produce a work of art. It may also refer to the vehicle or solvent with which powdered pigments are mixed to make paint of the proper consistency.

Material is the substance or substances out of which something is or can be made. Examples include: clays, fibers, glass, papers, plastics, metals, pigments, stories, wood, etc. In body art, the material might be the artist's body. In conceptual art there might be no material at all.

Technique is any method of working with art materials to create an object. Examples include carving, de'coupage, embossing, firing, hatching (drawing lines in many directions), kerning (creative letter spacing), necking (grooves at the bottom of an architectural column).

Basic media supplies recommended for elementary level students

Drawing- crayons, oil pastels, pencils, chalk, markers, pens, erasers

Paint- tempera, watercolor, ink

Collage- paper, glue, found objects

Printmaking- ink, paper

Sculpture- clay, glazes (lead free)

Tools and equipment

Computers, scissors, brushes, brayers, kiln and kiln furniture, clay and sculpture tools for molding and carving

Miscellaneous art supplies

Cardboard, fabric, foil, newspaper, paper towels, rulers, smocks, tape, water containers, yarn.

Artists for Study: Grades 1–5

Grade 1

Joan Miro
Alexander Calder
Paul Klee
Mary Cassatt

Grade 2

Chuck Jones
Mark Chagall
Katsushika Hokusai
Elizabeth Catlett

Grade 3

Wassily Kandinsky
George Segal
William H. Johnson
Henri Rousseau

Grade 4

Norman Rockwell
Catawba Native Americans
Faith Ringgold
Jasper Johns

Grade 5

Pablo Picasso
Navajo Native Americans
Jacob Lawrence
Frida Kahlo

Art and Social Studies

Art and social studies show the experiences, ways of living in communities, feelings and attitudes from different groups of people around the world. Art is a visual record of the way people exist now or can be a window opening back through history. Social studies is a study of human experiences, values and attitudes all over the earth. Art can use symbols and materials to actively involve students in a close look at human experiences. Art can extend learning and connect with topics studied in social studies and lessons can come alive in the student learning process through hands-on art activities. An effective way of integrating art with social studies is by planning art lessons connected to the themes from social study units. The current South Carolina social studies series by Harcourt Brace is sequenced in the following topics:

Grade 1- A Child's Place

Unit 1- School Days

Unit 2- At Home with My Family

Unit 3- Living in a Community

Unit 4- In and Around the Land

Unit 5- My Country, My Heroes

Unit 6- My World Near and Far

Grade 2- Make a Difference

Unit 1- We Belong to Many Groups- home, city, country

Unit 2- Look around Communities- life in different places, caring for the earth

Unit 3- Community Service- making goods far and near

Unit 4- American Indians-Remember the Past- community grows and changes, People lead the way: Edison, Drew, Susan B. Anthony, Sequoyah, Martin L. King- American Portraits

Unit 5- Proud Americans- countries' government, community government, freedoms

Unit 6- People on the Move- world of people, community collaborations, family history, one for all, all for one

Grade 3- Communities

Unit 1-What is a Community?

Unit 2- Where People Start Communities

Unit 3- Communities Grow and Change

Unit 4- People Working Together

Unit 5- Living Together in a Community, State, and Nation

Unit 6- The Many People of a Community

Grade 4- Early United States

Unit 1- <u>The Ancient Americas</u>	The First Americans	Indians of North America
Unit 2- <u>Explorations and Encounters</u>	The Age of Exploration	Encounters in the Americas
Unit 3- <u>Our Colonial Heritage</u>	Europeans Settle Throughout North America	Life in the British colonies
Unit 4- <u>The American Revolution</u>	Differences Divide Britain and Its Colonies	The War for Independence
Unit 5- <u>The New Nation</u>	The Constitution	A New Government Begins
Unit 6- <u>Our Nation Grows</u>	On the Move	The Way West
Unit 7- <u>War Divides the Nation</u>	Background to the Conflict	Civil War and Reconstruction
Unit 8- <u>Americans, Then and Now</u>	A Changing America	The Promise of America

Grade 5- United States in Modern Times

Unit 1- <u>Making a Nation</u>	From Prehistory to Independence	
	From a New Nation to a Divided Nation	
Unit 2- <u>War Divides the Nation</u>	Background to the Conflict	Civil War and Reconstruction
Unit 3- <u>Invention and Change</u>	Industry and Immigration	The Last Frontier
Unit 4- <u>Becoming a World Power</u>	The United States and the World	
	Good Times and Bad	
Unit 5- <u>The Nation in Modern Times</u>	The Cold War Years	The Nation Today

Skills to be Taught in Social Studies: Learn from a picture and a map, find a home address and use map directions, find land and water on a map, read: a map key, time line, table, pictograph, calendar, diagram; use a bar graph and a globe.

Technology

Media technologies are tools that teachers need to use in the visual art classroom. All students deserve the chance to become technologically literate. Many of the technology advances allow students to be very creative and expressive. Technology also opens up a world of information available, and with a click of a mouse button students can virtually travel to museums all over the world. Technology fits well into the visual arts curriculum and makes lesson planning and assessment preparation easier.

Technology cannot replace effective teaching or meaningful experiences with the arts; it is simply a tool that, if used wisely, can empower teachers and students to explore and enhance their learning about the arts in exciting new ways.

Leilani Lattin Duke from the Getty Center for Education in the Arts

Technology and Arts Education, a publication of the Arts for a Complete Education Project by the Florida Department of Education, contains this list of projected uses of computers in a visual arts program:

1. Electronic drawing and painting
2. Video digitizing or optical scanning (capturing still images)
3. Image-processing (manipulating still images)
4. Design applications
5. Desk-top publishing (combining text and graphics for instructional or creative purposes)
6. Computer animation
7. Video art
8. Computer-assisted instruction (reinforcing or applying art concepts previously learned)
9. Kinetic sculpture or interactive art installations
10. Mixed media (combining electronic and traditional art media)
11. Multimedia applications (storing and retrieving art information)
12. Database applications (storing and retrieving art information)
13. Interdisciplinary studies
14. Art room management (keeping records and inventory)
15. Art teacher preparation (lesson planning, producing handouts, tests, etc.)

“Without creative personalities able to think and judge independently, the upward development of society is unthinkable.” Albert Einstein

Art Links

Art Links on the World Wide Web http://www.bc.edu/bc_org/avp/cas/fnart/artweb_frames.html
American Institute for Graphic Arts <http://www.aiga.org/>
Amon Carter Museum Permanent Collection <http://www.cartermuseum.org>
Art Center of Waco <http://www.wacows.com>
Art History Resources <http://witcombe.sbc.edu/ARTHLinks.html>
ArtLex <http://www.artlex.com/>
Art Materials Safety Information <http://www.acminet.org/>
Art Museum of Southeast Texas <http://www.amset.org>
Art Prints Inc. <http://artprintsinc.com/>
ArtsEdNet , Getty Center <http://www.getty.edu/artsednet/> or <http://www.artsednet.getty.edu>
Art Studio, Inc. <http://www.artstudio.org>
Art Teacher on the Net, featured site for students, <http://www.artmuseums.com/>
Art Visuals <http://www.members.tripod.com/~ArtVisuals/>
ArtTexNet <http://www.arttexnet.com/>
A.R.T. Studio Clay Comp <http://www.artclay.com/any>
The Art Institute <http://www.aii.edu>
Austin Museum of Art <http://www.amoa.org>
Barrett Kendall Publishing <http://www.barrettkendall.com>
Beckley Cardy/School Specialty <http://www.beckleycardy.com/index.jsp>
Bemiss-Jason <http://www.bemiss-jason.com/>
Blaffer Gallery: University of Houston <http://www.blaffergallery.org>
Blue Star Art Space <http://www.bluestarartspace.org>
Creative Paperclay Co. <http://www.paperclay.com/>
CRIZMAC Art & Cultural Education Materials, Inc. <http://www.CRIZMAC.com/>
Chroma <http://www.chromaonline.com/>
College Art Association <http://www.collegeart.org/>
Contemporary Arts Museum, Houston <http://www.camh.org>
Crayola Creativity Center <http://www.crayola.com>
Crow Collection of Asian Art <http://www.crowcollection.org>
Dallas Center for Contemporary Art <http://www.thecontemporary.net>

Dallas Museum of Art <http://www.dm-art.org>
 Davis Publications <http://www.davis-art.com/>
 DecoArt <http://www.decoart.com/>
 Department of Art/Rice University <http://www.rice.edu/houston/#houart>
 Dick Blick Art Materials <http://www.dickblick.com:80/?AOL=1018978623>
 Digital Images, art on the web, Go to "Search", type in artist's name, http://www.bc.edu/bc_org/avp/cas/fnart/artweb.html
 Diverse Works <http://www.diverseworks.org>
 Ed Hoy's International-Tools for Creativity <http://www.edhoy.com/>
 El Paso Museum of Art <http://www.elpasoartmuseum.org>
 Fiskars <http://www.fiskars.com/>
 FotoFest, Inc. <http://www.fotofest.org>
 George Washington Carver Museum & Cultural Center <http://carvermeseum.org>
 Glencoe/McGraw-Hill Publishers <http://www.glencoe.com/>
 Golden Artists Colors <http://www.goldenpaints.com/>
 Grace Museum <http://www.thegracemusuem.org>
 Guggenheim Collection-Artists <http://www.guggenheim.org>
 Images of Paris <http://sunsite.unc.edu/> or <http://www.emf.net/wm/louvre/>
 INSEA/International Society for Education through Art <http://cspace.unb.ca/insea/>
 J. L. Hammett Company <http://www.hammett.com/>
 Kemper Museum of Contemporary Art <http://www.kemperart.org>
 Museum of Children's Art, MOCHA, <http://www.mocha.org>
 Museum of Modern Art, MOMA, <http://www.moma.org>
 NAEA/The Electronic Gallery <http://www.umsl.edu/%7Eartlmcmi/naea2002/index.html>
 NAEA/The Student Chapter Website <http://www.naea-reston.org/students/index.html>
 National Art Education Association <http://www.naea-reston.org>
 NAMTA/National Art Materials Trade Association <http://www.namta.org/>
 Jack S. Blanton Museum of Art/University of Texas <http://www.utexas.edu/cofa/bma>
 Lawndale Art Center <http://www.NeoSoft.com/~lawndale>
 Mark Hardens's Artchive <http://www.artchive.com>
 McKinney Avenue Contemporary (The MAC) <http://www.the-mac.org>
 McNay Art Museum <http://www.mcnayart.org>
 Meadow Museum Collection <http://www.meadows.smu.edu>
 Mexic-Arte Museum <http://www.main.org/mexic-arte>

Modern Art Museum of Ft. Worth <http://www.mamfw.org>
Museographs/The Lazar Group <http://www.mindspring.com/%7Elazargrp/museographs.html>
Museum of Contemporary Art, Chicago <http://www.mcachicago.org>
Museum of the Gulf Coast <http://www.pa.lamar.edu/museum/gulf.html>
Museum Links <http://www.pp.iiij4u.or.jp/~murai/1e.homepage.html>
Museum of Modern Art <http://www.moma.org>
NASAD/National Association of Schools of Art & Design <http://www.arts-accredit.org/nasad/default.htm>
National Center for Children's Illustrated Literature <http://www.nccil.org>
National Gallery of Art, Washington DC <http://www.nga.gov>
National Gallery of Art, London <http://www.nationalgallery.org.uk>
National Museum of American Art- Smithsonian, <http://www.nmaa.si.edu>
New Braunfels Museum of Art and Music <http://www.nbttx.com/nbma>
North Texas Institute for Educators on the Visual Arts <http://www.art.unt.edu/ntieva>
Online Gallery <http://sunsite.unc.edu/otis/otis.html>
San Antonio Museum of Art Permanent Collection <http://www.sa-museum.org>
SAX Arts & Crafts <http://www.artsupplies.com/>
Scratch Art <http://www.scratchart.com/>
Skutt Ceramic Products <http://www.skutt.com/>
South Texas Institute for the Arts <http://www.stia.org>
Southwest Alternate Media Project <http://www.swamp.org>
Southwest School of Art & Craft <http://www.swschool.org>
Stark Museum of Art <http://www.starkmuseumofart.org>
Tandy Leather/Tandy Crafts <http://www.tandycrafts.com/>
Texas Art Education Association <http://www.coe.uh.edu/taea>
Texas Tech University: Landmark Arts <http://www.art.ttu.edu/artdept/Indmrk.html>
Textures Gallery <http://www.texturesgallery.com>
The Art Institute of Chicago <http://www.artic.edu>
The Incredible Art Department <http://www.princetonol.com/groups/iad/> or <http://www.in.net/~kenroar>
The Menil Collection <http://www.menil.org>
The Metropolitan Museum of Art <http://www.metmuseum.org>
The Museum of Fine Arts, Houston <http://www.mfah.org>
The Vincent van Gogh Gallery <http://www.vangoghgallery.com>
United Art & Education <http://www.UnitedNow.com/>

Universal Color Slide Co. <http://www.universalcolorslide.com/>
Web Museum, artworks and biographies of hundreds of artists <http://sunsite.unc.edu/wm/pain>

Assessment

There are many methods for assessing student learning. Teacher observations, using sketchbooks, journals, and quality of artwork are the easiest methods for visual art teachers at the elementary level. Because the elementary visual art teacher instructs an average of 600-800 different students each week, it is necessary to create efficient and effective assessment tools which can realistically be used. Teacher made tests, checklists and rubrics can be very difficult to use for an entire school's student population. Enclosed in this guide are samples of assessment ideas that an elementary visual art teacher could select, adapt to individual needs, type into and print as needed. An example of the assessment is included, for a way of explanation, as well as a blank copy for printing when needed.

TEACHER OBSERVATION GUIDE

Visual art task _____

Student rating scale

0- Did not attempt task, needs extra help.

1- Attempted task

2- Partially developed skill

3- Excellent skills

Homeroom Teacher _____ Grade level _____

Objectives-----			Craftsmanship on level	Total
Student name				

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Curriculum Leadership in the Arts Lesson Plan

Name

Arts Discipline

Unit Title:

Lesson Title:

Grade Level:

Curriculum Connections:

Task Description:

(What is the main idea that is being covered in this lesson or unit? Examples might include communication through art, rhythm in African music, costumes in a theatre production, etc. Provide a short and succinct summary of the learning task(s) that will be accomplished through this lesson.)

South Carolina Visual and Performing Arts Curriculum Standards 2003 Targeted:

What content and achievement standard(s) will be targeted and taught in this lesson?

Instructional Objectives:

“The students will, and then write objectives that address each standard targeted by this lesson. Objectives define behaviors, skills, and content. They should state what the students would know or be able to do as a result of instruction. They should be observable and specific to the content of the lesson.

Materials:

(consumable, if any)

Resources:

(books, prints, audio or video tapes, web sites, etc.) If you are using copyrighted materials, you must include title, author, date, city, publisher, and page number. For web sites, please list the name of the site and the complete URL.

Procedures

Teacher Strategies:

What are the steps to be taken in presenting this lesson? What will the teacher say and/or do to introduce the concepts and processes for conducting the lesson? What background or historical information surrounding the lesson or activity will be taught? Will student learning be assessed as they proceed through the learning activities [embedded assessment]? How? Consider using lecture, demonstration, student discussion, individual art making, small group work, whole group work, writing, reading, and audio-visual resources. Connect to prior learning; consider transitions, supply distribution, checking for understanding, and closure. If teacher observation is used, attach student behaviors or checklists. If short paper and pencil tests or questioning is used, include these in the attachment section.

Introductory Statement:

Student Activities:

Culminating Assessment:

(For each targeted standard and objective, how will the student’s understanding and performance be assessed at the end of the lesson?)

How will you know the students met the objectives?
What indicators will you identify to determine grades?

Attachments:

Attach copies of all checklists, tests, teacher questions, etc. that will be used during instruction.

Curriculum Leadership in the Arts Lesson Plan

Name-

Arts Discipline-

Unit Title:

Lesson Title:

Grade Level-

Curriculum Connections:

Task Description:

National Visual and Performing Arts Standards Targeted:

South Carolina Visual and Performing Arts Standards Targeted:

Instructional Objectives:

Materials:

Resources:

Procedures:

Introductory Statement:

Student Activities:

Culminating Assessment:

Visual Arts

Grades 6–8

Grades 6–8

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. select and support choices of media, techniques, and processes to communicate ideas	Students select a topic from their memory and express that idea using art materials, methods of using those materials and engage in processes that will give them a desired effect. Students investigate and understand the effectiveness of the chosen medium and the result when it is used. Students use oil pastels to communicate energy through the use of brilliant and bright colors or watercolors for a soft pastel effect to illustrate a soft dreamlike effect.	<ul style="list-style-type: none"> Journal Written explanation of their ideas and choice and use of media. Experimentation of media use and techniques.
B. select and apply the most effective media, techniques, and processes to enhance communication of their experiences and ideas	Students select the media they believe will best express an event in their lives or something from their memory. Students use techniques and media processes that they have investigated and found to be the best methods for representing their experiences and ideas.	Artwork critique
C. use art materials and tools in a safe and responsible manner.	Students must avoid inhaling pastel dust, spray paint, fixative and other caustic fumes. They should move carving tools, such as printmaking cutters, away from their bodies without placing their hands in front of the tools. Extreme caution should be observed when using hot glue guns. Students should conserve art materials and care for non-consumables by placing items such as scissors and rulers in their proper place. other resources such as books and computer disks should be handled with care. Student must understand materials are recyclable.	Teacher observation

Media

Oil pastels	Tempera
Chalk pastels	Watercolors
Pencil	Acrylics
Colored pencils	Pen and ink
Thin and broad markers	Clay
Found objects	

Techniques

blending	dry and wet brushes
blending	impasto
gradient and flat value	stippling and cross hatching
layering color	pinch, coil and slab
stippling	assemblage
color mixing	

Grades 6–8

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. analyze the use of elements and principles of design in the composition of artworks using art vocabulary.	Students recognize the use of the elements and principles of design in artworks that have been created by them and by others. Students determine the point of interest in an artwork and determine how movement, rhythm and harmony in an artwork create unity.	Written or oral critique
B. create artworks that use composition of elements and principles of design that are most appropriate to communicate an idea	Student use the rule of thirds to determine the point of interest in a composition and strengthen the point of interest through emphasis and contrast. Students use contour line to illustrate the main structure of an object or their idea.	Rubric

Elements of Design

Line
Shape
Color
Value
Form
Texture
Space

Principles of Design

Movement
Rhythm
Contrast
Emphasis
Balance
Unity

Compositional Skills

Rule of thirds
Point of interest
Open composition
Closed composition

Grades 6–8

III. Choosing and evaluating a range of subject matter, symbols, and ideas

Creative Expression/Aesthetic Valuing— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. use visual simile, metaphor, allegory and analogy to convey meaning in a work of art.	Students replace parts or entire objects with other objects that represent them visually. Students reconstruct a face using fruits and vegetables or use any category of objects such as flowers, animals or insects.	Essay on how the student or other artists use simile, metaphor, allegory and analogy in his/her artworks and the artworks of others.
B. analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.	Students talk about what they see in an artwork. Students give their opinions concerning what artists mean when they use various subjects, themes and symbols. Students analyze their thoughts on the meaning on a Surrealistic artwork, and follow with a discussion of dreams and their possible meanings would follow.	Written or oral critique Artwork narrative

Grades 6–8

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare and contrast the characteristics of artworks in various eras and cultures	Students look at similarities and differences in artworks from a variety of art movements and cultures. Students compare and contrast portraits by Pablo Picasso and Leonardo DaVinci. Students compare and contrast landscapes with architectural features by Vincent Van Gogh and Beverley Buchanan. As the students critique these artworks they should demonstrate that they comprehend the use of the elements and principles of design and the media techniques that were used to create them. Students look at the emotional impact that the artist expresses as a result of the use of media and the elements and principles of design.	Written or oral critique Essay
B. compare and contrast a variety of art objects, artists, and resources specific to South Carolina.	Students look at the similarities and differences in artworks and the materials used by South Carolina artists. Students compare and contrast materials and the artists' intentions when making sweet grass baskets and face jugs. Students compare and contrast the artworks created by William Henry Johnson and Jonathan Green or by Anna Hyatt Huntington and Anne Worsham Richardson.	
C. analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art	Students discuss how art is influenced by the time period and the location when it was created. Students interpret the materials used to create art and their relationship when and where the artwork was created. Students research the use of natural materials in the creation of SC lowcountry natural resources in creating sweetgrass baskets. Students recognize the intrusion of humans in their production.	

Cultures

Prehistoric
Egyptian
Ancient Greece
Ancient Rome
Medieval
Mayan, Inca, Aztec
Asian
Australian Aborigine
African
Native American
Latin America

Movements (the isms)

Impressionism
Surrealism

Pop Art
Memphis

Eras

Renaissance
Baroque

Grades 6–8

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare multiple purposes for creating artworks	Students cite various reasons for creating artworks. Students look at portraits, ceramic wares, tapestries, architecture, and photography to determine why the artworks were made. Students look at artworks such as Pablo Picasso's Guernica to understand the political, social and economic context of art.	Written or oral critique
B. use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.	Students describe what they see in an artwork, using art vocabulary to describe how the artist used the elements and principles of design and then students make judgments about the effectiveness. Students describe, interpret and evaluate the use of color and composition in paintings by Audrey Flack.	Written or oral critique
C. analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.	Students describe and explain the reasons that they like or dislike their artwork and artworks from various art movements and cultures. Students reflect on what makes an artwork good or how they think it could be improved.	Written or oral critique
D. collect, maintain, and exhibit a portfolio of personal artwork.	Students keep their artworks, reflections, and journal writing in a permanent collection. Students select and prepare artworks for public display.	Authentic assessment

Grades 6–8

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare and contrast the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context	Students look at similarities and differences of various types of artworks that are similar in subject matter, time, and place created. Students compare and contrast portraits by Michelangelo and Kathy Kollwitz, early Greek and Roman, and African masks and Asian influence.	Written or oral presentation
B. compare and contrast ways in which the concepts and subject matter of other content areas with the visual arts.	Students understand the effects of light on an object and the scientific nature of light.	Research paper or essay
C. identify visual arts careers and the knowledge and skills required for specific art careers.	Students research using various means, jobs related to the visual arts and the education requirements and/or training needed to be successful in those occupations.	Research paper or role playing in an oral report

Artists for Study: Grades 6–8

Grade 6

Leonardo da Vinci
Louise Nevelson
African masks
Ann Worsham Richardson

Grade 7

M.C. Escher
Sandi Skoglund
August Renoir
Australian Aborigines

Grade 8

Andy Warhol
Dave the Potter, face jugs
Anna Hyatt Huntington
Victor Vasarely

Visual Arts

Grades 9–12

The Visual Art High 9-12 Section is presented as:

- **Visual Art I (Introduction to Visual Art)- Proficient**
- **2D Art- Proficient**
- **3D Art- Proficient**
- **Advanced 2D Art**
- **Advanced 3D Art**

Visual Art Grade Level: Art I

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. communicate ideas through effective choice of media, techniques, and processes.	Students select art materials and methods for use to ‘show’ a specific mood, opinion, or emotion. The students use complimentary colors and stippled brush strokes to express the excitement or high energy level of a person in a portrait.	<ul style="list-style-type: none"> • Written Plan or Outline • Written Explanation • Journal • Portfolio • Sketchbook
B. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions can be observed in their artworks.	The students use media and methods skillfully to represent what they see or intend to express in an artwork. The students use a palette knife to create contrasting textures for shrubs, trees, fields, roads, and clouds in a landscape.	<ul style="list-style-type: none"> • Teacher Observation • Rubric • Portfolio • Written or Oral Critique
C. demonstrate skillful and safe application with a variety of media, tools, and equipment.	The students use materials and supplies in an efficient and safe manner. The students make smooth (not jagged) straight and curved cuts with scissors. The students demonstrate how to wash out a brush with soap and properly store it for drying. The student clean up the work area, return the tools to storage, and put all scraps in the trash can.	<ul style="list-style-type: none"> • Teacher Observation • Rubric • Checklist

Media

Pencil
Charcoal
Paint
Clay
Printing

Techniques

Blending, Hatching, Crosshatching, Stipple, Stumping, Highlighting
Blending, Stumping, Masking, Erasing
Mixing on a palette, Brush selection, Brush Textures, Under painting,
Glazing, Score and slip
Block, Series

Visual Art

Grade Level: Art I

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. identify and describe the interrelationships of art elements and principles of design that communicate a variety of artistic perspectives and purposes.	The students identify art elements and principles that are used in artworks to imply a mood or feeling. The student observes that in a soft pastel artwork the artist used soft blended textures and light tints of color to create a calm mood. The student may note that another person could interpret this as a sentimental expression.	<ul style="list-style-type: none"> • Written or Oral Critique • Journal • Test/Quiz
B. create artworks that use organizational principles and functions to solve specific visual arts problems.	This standard asks the student to consider, plan, and create the composition of an artwork to meet the needs of a specific assignment. The student uses a monochromatic color scheme to explore the textures of objects in a still life.	<ul style="list-style-type: none"> • Rubric • Checklist • Written or Oral Critique • Portfolio • Sketchbook
C. evaluate the effectiveness of artworks in terms of organizational structures and functions.	The students know how principles such as movement, balance, and unity, were used to organize the space within artwork. The students look at paintings of the Last Supper by Dirk Bouts or Leonardo DaVinci for evidence of symmetrical balance, triangular emphasis, rhythm, and visual movement.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation • Test/Quiz

Elements of Design

Line
Shape
Color
Value
Form
Texture
Space

Principles of Design

Movement
Rhythm
Contrast
Emphasis
Balance
Unity

Compositional Skills

Visual Art

Grade Level: Art I

III. Choosing and evaluating a range of subject matter, symbols, and ideas

Creative Expression/Aesthetic Valuing— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. produce artwork that demonstrates personal choices and or interpretations about symbols, subject matter, ideas, and expression.	This standard asks the student to make informed choices about what subject, media, and process or style to use in creating an artwork. The student selects and arranges subject matter for a still life that expresses a specific season of the year. The students choose to use a drawing media/process such as hatching, stipple, conte' crayon, charcoal, or drawing with an eraser on charcoal shaded paper, to create this work.	<ul style="list-style-type: none"> • Written Plan or Outline • Journal • Sketchbook
B. describe the subject matter, symbols and ideas of various artworks and describe how these are related to history and culture.	The student demonstrates an understanding of how the meanings of subject matter, symbols, and ideas change in context over time or between different peoples and cultures. The students write research papers on specific artists such as Jacob Lawrence, Berthe Moriset, or Albrecht Durer in which they must make statements about how the artists life was controlled or shaped by the place, time period, and culture, in which that artist lived. In the paper, the students analyze one specific painting by this artist in which they point out specific influences on this work from the artists' place, time period, or culture. The student could conclude the paper with how this artwork would be changed if it were created in the student's place, time period, and/or culture.	<ul style="list-style-type: none"> • Research Paper • Individual/Group Presentation • Written or Oral Critique • Test/Quiz

Visual Art

Grade Level: Art I

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of artworks	This standard asks the student to understand how opinions and tastes change over time and from culture to culture. The students work in small groups to research and compare artworks based on the human figure created by artists from a variety of time periods such as William H. Johnson, Pablo Picasso, Francisco Goya, and cultures such as Polynesia and Benin.	<ul style="list-style-type: none"> • Individual/Group Presentation • Oral or Written Critique • Test/Quiz
B. describe how a variety of art objects, artists, and resources specific to South Carolina represent and reflect society.	This standard asks students to discuss how South Carolina's various subcultures and time periods are reflected through specific artistic forms of expression. Students study and compare the Sweetgrass Baskets of the Lowcountry to the Pine Needle Baskets of the Piedmont. The students discuss the effect on and reaction of people to South Carolina Artist Blue Sky's Murals.	<ul style="list-style-type: none"> • Individual/Group Presentation • Research Paper • Test/Quiz
C. describe the function and meaning of specific art objects within varied cultures, times, and places	The students explain the intentional and subliminal effects that artworks have on different cultures or time periods. The students tell how or why the artworks were used at the time of their creation. The students study ancestral or funeral figures of African cultures and compare these to the memorial busts of the Ancient Greeks. Or, students study Surrealism and Dada as being influenced by the response of artists to a recent war and its apparent effect on people.	<ul style="list-style-type: none"> • Research Paper/Essay • Test/Quiz • Individual/Group Presentation

Cultures

Asian
African
Native American
Latin American

Movements (the isms)

Expressionism
Realism
Romanticism
Cubism

Eras

Renaissance
Baroque
Modernism

Visual Art Grade Level: Art I

V. Reflecting upon and assessing the merits of their work and the work of others.

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. analyze intentions of artists and justify their own interpretations of particular works.	The students study and research the physical and mental influences that cause artists to create their artwork. Students make informed personal, original, hypotheses on the intentions of artists in specific artworks.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation • Research Paper/Essay
B. make complex descriptive, interpretive, and evaluative judgments about their artworks and the artworks of others	The students discuss the physical and mental influences that shaped specific artworks by themselves and others. The students evaluate the communication of the ideas or purposes of these artworks in small groups.	<ul style="list-style-type: none"> • Journal • Written or Oral Critique • Individual/Group Presentation
C. document their own interpretations as a means for understanding and evaluating works of visual art.	The students identify personal symbols, meanings, along with physical, and mental influences that effect their opinion about artworks. The students state how these effect their opinion and evaluation of specific artworks.	<ul style="list-style-type: none"> • Journal • Sketchbook
D. present and defend a portfolio of personal artwork.	The students display their personal artwork. The students explain and compare the intentions, influences, and outcomes of these artworks.	<ul style="list-style-type: none"> • Portfolio • Written or Oral Critique • Individual/Group Presentation

Artists

Jacob Lawrence

Mary Cassatt

Pablo Picasso

Frank Lloyd Wright

Christian Thee

Visual Art

Grade Level: Art I

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines.	Students compare visual art, dance, theater, and music, to help understand the creative process and self-expression. Dance and visual art share similarities in the use of line, form, balance, and movement. Music and visual art share rhythm, pattern, and movement. The students discuss similarities and differences between arts disciplines using a list of common Fine Arts vocabulary words.	<ul style="list-style-type: none"> • Individual/Group Presentation • Research Paper/Essay
B. compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.	The students understand how time and place is influenced by or reflected in visual art as well as how visual art can influence people. The students create group presentations on how The French Revolution was aided by Neo-Classic artists such as David, The Renaissance gained momentum from artists such as Da Vinci and Michelangelo, or how Ancient Egyptian Pharaohs spent much of their people's treasury and life on the creation of Art and Architecture to insure their immortality.	<ul style="list-style-type: none"> • Individual/Group Presentation • Research Paper/Essay
C. identify specific visual and performing art careers and the knowledge and skills required for specific art careers.	The students know how art shapes their lives and decisions as well as providing possible career options. They could research the effect that professional artists have on their lives through advertising, package design, television, movie, stage, or concert set design, video game design, and art education.	<ul style="list-style-type: none"> • Group/Individual Presentation • Research Paper • Test/Quiz

Visual Art

Grade Level: Art 2-D

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. communicate ideas through effective choice of media, techniques, and processes.	Students use art materials and methods for use to ‘show’ specific moods, opinions, or emotions. The students create an artwork that presents different opinions on the role of technology in student’s lives. The students use collage images, pen and ink, watercolor wash, and/or stamped or block printed images to communicate different ideas on positive use, dependence, or abuse of technology.	<ul style="list-style-type: none"> • Written Plan or Outline • Written Explanation • Journal • Sketchbook
B. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions can be observed in their artworks.	The students use media and methods skillfully to represent what they see or intend to express in an artwork. The students select colors for a limited Palette Painting that will suggest a specific mood, time, or place.	<ul style="list-style-type: none"> • Written Plan or Outline • Teacher Observation • Rubric • Written or Oral Critique
C. demonstrate skillful and safe application with a variety of media, tools, and equipment.	The students handle materials and supplies in an efficient and safe manner. The students demonstrate responsible use of paint. The students return all reusable paint to storage and clean all tools and brushes thoroughly.	<ul style="list-style-type: none"> • Teacher Observation • Checklist • Rubric

Media

Pencil
Colored Pencils(Prismacolors)
Charcoal
Pastel
Paint
Watercolor
Printing

Techniques

Blending, Hatching, Crosshatching, Stipple, Stumping, Highlighting, Alternative Techniques,
Mixing Colors, Layering Colors, Blending,
Negative Drawing, Blending, Stumping, Masking, Erasing,
Blending, Mixing Colors, Layering Colors, Protecting,
Under painting, Palette Knife, Alternative Techniques,
Wash, Dry Brush, Wet Brush, Masking, Preparing Paper,
Block, Monoprint, Reduction Block,

Visual Art

Grade Level: Art 2-D

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. identify and describe the interrelationships of art elements and principles of design that communicate a variety of artistic perspectives and purposes.	The students identify art elements and principles that are used in artworks to imply a mood or feeling. The students study and discuss artwork by Caravaggio and Degas to demonstrate how value, texture, contrast are used to create visual movement within artwork. The students compare these artworks to that of other artists, classmates, themselves, and/or contemporary advertising and graphic design.	<ul style="list-style-type: none"> • Written or Oral Critique • Journal • Test/Quiz
B. create artworks that use organizational principles and functions to solve specific visual arts problems.	This standard asks the student to consider, plan, and create the composition of an artwork to meet the needs of a specific assignment. The students design a composition to express a non-literal interpretation of a poem, song, or short story.	<ul style="list-style-type: none"> • Rubric • Checklist • Written Critique • Sketchbook
C. evaluate the effectiveness of artworks in terms of organizational structures and functions.	The students know how principles such as movement, balance, and unity, were used to organize the space within artwork. The students compare artworks by different artists by discussing only design principles such as visual movement, contrast, and repetition, without referring to the subjects or themes. Turn the artworks upside down and compare shapes, colors, rhythms, and/or movement.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation • Test/Quiz

Elements of Design

Line
Shape
Color
Value
Form
Texture
Space

Principles of Design

Movement
Rhythm
Contrast
Emphasis
Balance
Unity

Compositional Skills

Visual Art
Grade Level: Art 2-D

III. Choosing and evaluating a range of subject matter, symbols, and ideas

***Creative Expression/Aesthetic Valuing**— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. produce artwork that demonstrates personal choices and or interpretations about symbols, subject matter, ideas, and expression.	This standard asks the student to make informed choices about what subject, media, and process or style to use in creating an artwork. The student selects three to five objects for a still life. These objects should commemorate or represent personal challenges or accomplishments in the student's life. The student will then select media and process to unify this still life and express or emphasize the importance and/or uniqueness of the individual objects.	<ul style="list-style-type: none"> • Written Plan or Outline • Journal • Portfolio • Sketchbook • Written or Oral Critique
B. describe the subject matter, symbols and ideas of various artworks and describe how these are related to history and culture.	The students demonstrate an understanding of how the meanings of subject matter, symbols, and ideas change in context over time or between different peoples and cultures. The students write a research paper on a specific visual art subject such as portrait, still life, or landscape, and compare how artists of different cultures or historical periods interpreted and expressed this common subject.	<ul style="list-style-type: none"> • Research Paper • Individual/Group Presentation • Written or Oral Critique • Test/Quiz

Visual Art

Grade Level: Art 2-D

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of artworks	This standard asks the student to understand how opinions and tastes change over time and from culture to culture. The students research and compare the role of women artists in a variety of cultures and/or historical periods.	<ul style="list-style-type: none"> • Individual/Group Presentation • Oral or Written Critique • Test/Quiz
B. describe how a variety of art objects, artists, and resources specific to South Carolina represent and reflect society.	This standard asks students to discuss how South Carolina's various subcultures and time periods are reflected through specific artistic forms of expression. The students research the paintings of Alice Ravenel Huger-Smith to compare her interpretation of life on a rice plantation to other written or artistic documentation. The student could also explore her influences on contemporary South Carolina artists.	<ul style="list-style-type: none"> • Individual/Group Presentation • Research Paper/Essay
C. describe the function and meaning of specific art objects within varied cultures, times, and places	The students research the intentional and subliminal effects that artworks have on different cultures or time periods. The students tell how or why the artworks were used at the time of their creation. The student identifies the characteristics of 1950's and 60's fashion, advertising, and popular culture that influenced and inspired the Pop Art Movement. The student studies and makes an educated hypothesis on the spiritual meanings and symbols used in Ancient Egyptian tomb paintings or Prehistoric cave or rock paintings.	<ul style="list-style-type: none"> • Research Paper/Essay • Test/Quiz • Individual/Group Presentation

Cultures

Asian
African
Native American
Latin American

Movements (the isms)

Impressionism
Surrealism
Pop Art

Eras

Prehistoric
Medieval
20th Century

Visual Art

Grade Level: Art 2-D

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. analyze intentions of artists and justify their own interpretations of particular works.	The students research the physical and mental influences that cause artists to create their artwork. The students make informed personal, original, hypothesis of the intentions of artists in specific artworks. The student gives evidence of why they formed this hypothesis.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation • Research Paper/Essay
B. make complex descriptive, interpretive, and evaluative judgments about their artworks and the artworks of others	The students describe the physical and mental influences that shaped specific artworks by themselves and others. The students analyze their own artwork from various forms of evaluation using criteria that is expressive, subjective, and/or formal in nature.	<ul style="list-style-type: none"> • Journal • Written or Oral Critique • Individual/Group Presentation
C. document their own interpretations as a means for understanding and evaluating works of visual art.	The students explain personal symbols, meanings, physical, and mental influences that effect their opinion about artworks. The student explains how they respond to an artwork and what specific formal, expressive, or subjective, characteristics of the work support this response.	<ul style="list-style-type: none"> • Journal • Sketchbook • Written or Oral Critique
D. present and defend a portfolio of personal artwork.	The students display their personal artwork. The student presents an organized selection of artwork. The student will explain and compare the intentions, influences, and outcomes of these artworks.	<ul style="list-style-type: none"> • Individual/Group Presentation • Portfolio • Rubric

Artists

Berthe Morisot

Katsushika Hokusai

Kathe Kollwitz

Alice Ravenel Huger-Smith

Visual Art

Grade Level: Art 2-D

VI. Making connections between visual arts and other disciplines.

Visual Arts Heritage/Integration – Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines.	Students compare visual art, dance, theater, and music, to help understand the creative process and self-expression. Dance and visual art share similarities in the use of line, form, balance, and movement. Music and visual art share rhythm, pattern, and movement. The students research and compare and contrast works by different arts disciplines that deal with a common theme such as love, war, seasons, festivals, etc.	<ul style="list-style-type: none"> • Group/Individual Presentation • Research Paper/Essay • Journal
B. compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.	The students understand how time and place is influenced by or reflected in visual art as well as how visual art can influence people. The students study the court artists of European monarchies, the Mayan civilization, or Chinese Emperors, and compare their artwork's role within the different societies.	<ul style="list-style-type: none"> • Group/Individual Presentation • Research Paper/Essay
C. identify specific visual and performing art careers and the knowledge and skills required for specific art careers.	The students know how art shapes their lives and decisions as well as providing possible career options. They could research the effect that professional artists have on their lives through advertising, package design, television, movie, stage, or concert set design, video game design, as well as art education.	<ul style="list-style-type: none"> • Group/Individual Presentation • Research Paper • Test/Quiz

Visual Art

Grade Level: Art 3-D

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. communicate ideas through effective choice of media, techniques, and processes.	Students select art materials and methods for use to ‘show’ specific moods, opinions, or emotions. The students select or combine clay forming methods (pinch, coil, slab, sculpting, wheel thrown) to create sculptures that demonstrate a rising visual movement with an organic form.	<ul style="list-style-type: none"> • Written Plan or Outline • Written or Oral Critique • Journal • Sketchbook
B. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions can be observed in their artworks.	The students use media and methods skillfully to represent what they see or intend to express in an artwork. Students use the coil construction method to build a curved vertical form at least ten inches tall.	<ul style="list-style-type: none"> • Teacher Observation • Rubric • Written or Oral Critique
C. demonstrate skillful and safe application with a variety of media, tools, and equipment.	The students use materials and supplies in an efficient and safe manner. The student makes a smooth surface on a clay artwork by burnishing with a spoon. The student cleans tools and the work area at the end of the period. The student returns all unused material (clay, wood, wire, etc.) to the proper container.	<ul style="list-style-type: none"> • Teacher Observation • Rubric • Checklist

Media

Clay
 Finish, etc.)
 Metals (Wire and/or sheet)
 Plaster
 Paper and Cardboard

Techniques

Pinch, Coil, Slab, Wheel Thrown, Footing, Trimming, Glazing, Alternative Finishes (Faux
 Cutting, Shaping, Bending, Joining and Connecting,
 Additive, Subtractive, Carving,
 Molding, Folding, Layering,

Visual Art

Grade Level: Art 3-D

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. identify and describe the interrelationships of art elements and principles of design that communicate a variety of artistic perspectives and purposes.	The students identify art elements and principles that are used in artworks to imply a mood or feeling. The students describe the form, texture, visual movement and contrasts of sculptures by artists such as Auguste Rodin, Constantin Brancusi, or Edmonia Lewis and discuss how these elements and principles support and help communicate the purpose of the artwork.	<ul style="list-style-type: none"> • Written or Oral Critique • Journal • Research Paper/Essay
B. create artworks that use organizational principles and functions to solve specific visual arts problems.	This standard asks the student to consider, plan, and create the composition of an artwork to meet the needs of a specific assignment. The students compose a sculpture that uses a common texture or repeated pattern or segment to unify contrasting processes or media such as coil and slab, wire and clay, or plaster and fabric.	<ul style="list-style-type: none"> • Rubric • Checklist • Written or Oral Critique • Sketchbook
C. evaluate the effectiveness of artworks in terms of organizational structures and functions.	The students know how principles such as movement, balance, and unity, were used to organize the form and design of the artwork. The students compare artworks from different artists by discussing only design principles such as visual movement, contrast, and repetition. The students rotate the sculptures to view and compare their 3-Dimensional qualities.	<ul style="list-style-type: none"> • Written or Oral Critique • Group/Individual Presentation • Test/Quiz

Elements of Design

Line
Shape
Color
Value
Form
Texture
Space

Principles of Design

Movement
Rhythm
Contrast
Emphasis
Balance
Unity

Compositional Skills

Visual Art
Grade Level: Art 3-D

III. Choosing and evaluating a range of subject matter, symbols, and ideas

***Creative Expression/Aesthetic Valuing**— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. produce artwork that demonstrates personal choices and or interpretations about symbols, subject matter, ideas, and expression.	This standard asks the student to make informed choices about what subject, media, and process or style to use in creating an artwork. The students design container forms or storage units that use form, texture, and color as a metaphorical self-portrait.	<ul style="list-style-type: none"> • Written Plan or Outline • Journal • Portfolio • Sketchbook
B. describe the subject matter, symbols and ideas of various artworks and describe how these are related to history and culture.	The student will demonstrate an understanding of how the meanings of subject matter, symbols, and ideas change in context over time or between different peoples and cultures. The student writes a research paper on a specific 3-Dimensional subject such as funerary objects, fertility and harvest objects, food storage objects and compare how different cultures or historical periods created, valued, and used these artworks.	<ul style="list-style-type: none"> • Research Paper • Individual/Group Presentation • Written or Oral Critique • Test/Quiz

Visual Art

Grade Level: Art 3-D

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of artworks	This standard asks the student to understand how opinions and tastes change over time and from culture to culture. The students research and compare the purposes, techniques, and surface decoration of coil pots created in several cultures/time periods (Ancient Greece, The Navajo, The Inca, and Nigerian potters).	<ul style="list-style-type: none"> • Group/Individual Presentation • Oral or Written Critique • Test/Quiz
B. describe how a variety of art objects, artists, and resources specific to South Carolina represent and reflect society.	This standard asks students to discuss how South Carolina's various subcultures and time periods are reflected through specific artistic forms of expression. Students study and compare the ceramic artwork of the Edgefield Potters to that created by the Catawba.	<ul style="list-style-type: none"> • Individual/Group Presentation • Research Paper/Essay • Test/Quiz
C. describe the function and meaning of specific art objects within varied cultures, times, and places	The students research the intentional and subliminal effects that artworks have on different cultures or time periods. The students tell how or why the artworks were used at the time of their creation. The student identifies the purposes and characteristics of sculpture created by Ancient Egyptians, Ancient Greeks, Ancient Romans, and Benin or Pacific Northwest Native-American cultures. The students should describe the role or status of the artists in these cultures.	<ul style="list-style-type: none"> • Research Paper/Essay • Test/Quiz • Individual/Group Presentation

Cultures

Pre Colombian (Mayan, Inca, Aztec)
African
Asian
Navajo
Catawba
African American (Slave Era)
Century)

Movements (the isms)

Impressionism
Expressionism
Minimalism

Eras

Prehistoric
Ancient Egypt
Ancient Greece
Ancient Rome
20th Century
South Carolina (Pre Colombian to early 20th)

Visual Art

Grade Level: Art 3-D

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. analyze intentions of artists and justify their own interpretations of particular works.	The students research the physical and mental influences that cause artists to create their artwork. The students make an informed personal, original, hypothesis of the intentions of artists in specific artworks. The student gives evidence of why they formed this hypothesis.	<ul style="list-style-type: none"> • Written or Oral Critique • Group/Individual Presentation • Research Paper/Essay
B. make complex descriptive, interpretive, and evaluative judgments about their artworks and the artworks of others	The students describe the physical and mental influences that shaped specific artworks by themselves and others. The students analyze their own artwork from various forms of evaluation using criteria that is expressive, subjective, and/or formal in nature.	<ul style="list-style-type: none"> • Journal • Written or Oral Critique • Group Presentation
C. document their own interpretations as a means for understanding and evaluating works of visual art.	The students explain personal symbols, meanings, physical, and mental influences that effect their opinion about artworks. The student explains how they respond to an artwork and what specific formal, expressive, or subjective, characteristics of the work support this response.	<ul style="list-style-type: none"> • Journal • Sketchbook
D. present and defend a portfolio of personal artwork.	The students display their personal artwork. The student presents an organized selection of artwork. The student will explain and compare the intentions, influences, and outcomes of these artworks.	<ul style="list-style-type: none"> • Student Presentation • Group Presentation

Artists

Maria Martinez

Dave The Potter

The Edgefield Potters

Edmonia Lewis

Alexander Calder

Auguste Rodin

Constantin Brancusi

Henry Moore

Visual Art

Grade Level: Art 3-D

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines.	Students compare visual art, dance, theater, and music, to help understand the creative process and self-expression. Dance and visual art share similarities in the use of line, form, balance, and movement. Music and visual art share rhythm, pattern, and movement. The students research and compare and contrast works by different arts disciplines that deal with a common theme such as love, war, seasons, festivals, etc.	<ul style="list-style-type: none"> • Group Presentation • Research Paper/Essay
B. compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.	The students understand how time and place is influenced by or reflected in visual art as well as how visual art can influence people. The students study sculpture from the Renaissance (Donatello, Michelangelo), the nineteenth century (Rodin, Edmonia Lewis), and/or the twentieth century (Brancusi, Man Ray, Sandy Skoglund). The students will compare how the influence of the time period and culture is reflected in the artworks of these artists.	<ul style="list-style-type: none"> • Group Presentation • Research Paper/Essay
C. identify specific visual and performing art careers and the knowledge and skills required for specific art careers.	The students know how art shapes their lives and decisions as well as providing possible career options. They could research the effect that professional artists have on their lives through advertising, package design, television, movie, stage, or concert set design, video game design, as well as art education.	<ul style="list-style-type: none"> • Group Presentation • Individual Presentation • Research Paper • Test/Quiz

Visual Art

Grade Level: Advanced Art 2-D

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. demonstrate mastery of at least one visual arts medium through effective use of techniques and processes in communication of ideas.	The students use a variety of techniques in at least one art medium with skill and control. The students create several paintings of the same tree in different seasons and times of the day. The student uses a variety of techniques such as wash, stipple, dry point, etc. to express the different moods and lighting that they sense in each artwork.	<ul style="list-style-type: none"> • Written or Oral Critique • Portfolio • Rubric • Checklist
B. initiate, define, and solve challenging visual arts problems independently	The students plan and pursue individual assignments that they find interesting and challenging. A student uses family members as subjects of a series of portraits that demonstrate their individuality and interconnectedness through the selection of symbolic props and backgrounds.	<ul style="list-style-type: none"> • Written Plan or Outline • Portfolio • Written or Oral Critique

Media

Pencil
Colored Pencils (Prismacolors)
Charcoal
Pastel
Paint
Watercolor
Printing

Techniques

Blending, Hatching, Crosshatching, Stipple, Stumping, Highlighting, Alternative Techniques,
Mixing Colors, Layering Colors, Blending,
Negative Drawing, Blending, Stumping, Masking, Erasing,
Blending, Mixing Colors, Layering Colors, Protecting,
Under painting, Palette Knife, Alternative Techniques,
Wash, Dry Brush, Wet Brush, Masking, Preparing Paper,
Block, Monoprint, Reduction Block,

Visual Art

Grade Level: Art 2-D

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare and contrast two or more perspectives relative to the structural organization of artworks and defend personal evaluation of these perspectives.	The students look at similarities and differences in artworks based on several types of criteria. Students compare two landscapes by different artists using the principles and elements of art, the choice of media, the expressive or stylistic purpose or ideas of the artist, and the student's personal interests.	<ul style="list-style-type: none"> • Written or Oral Critique • Journal • Checklist • Test/Quiz
B. create multiple solutions to specific visual arts problems that demonstrate effective relationships between structural choices and artistic functions.	The students plan and create several different successful artworks that respond to the same criteria or assignment. A student studies a still life to create three different artworks. The first uses organic curving forms to enhance rhythms that exist within the objects of the still life. The second uses cool and warm colors to express rhythms that can be found in color relationships within the still life. The third uses hatching, crosshatching, and stipple to manufacture textural rhythms on the objects in the still life.	<ul style="list-style-type: none"> • Rubric • Checklist • Portfolio • Teacher Observation

Elements of Design

Line
Shape
Color
Value
Form
Texture
Space

Principles of Design

Movement
Rhythm
Contrast
Emphasis
Balance
Unity

Compositional Skills

Visual Art
Grade Level: Art 2-D

III. Choosing and evaluating a range of subject matter, symbols, and ideas

***Creative Expression/Aesthetic Valuing**— Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. describe and determine the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.	The students state educated reasons for the choice of specific subjects and objects included in artwork by artists. The students explain that much of what was included in Baroque and Rococo Still-life artwork was meant to symbolize wealth and worldliness. The students explain that the subjects and themes of many 19 th century Romantic artworks explored the “noble, simple, and exotic” lives of people living in less industrialized cultures from the perspective of developing Europe. The students compare the origins of these images and ideas to those used in there own artwork.	<ul style="list-style-type: none"> • Research Paper/Essay • Group/Individual Presentation • Written or Oral Critique
B. make and defend aesthetic judgments about the validity of the source and content of one’s own artwork and the significant works of others using appropriate art vocabulary and concepts.	The students make judgments on the common or accepted meanings and symbolism of objects, actions, etc. that reflect their culture and time period. The students compare the meanings and symbols within their artwork to other time periods and cultures to discover similarities and differences.	<ul style="list-style-type: none"> • Journal • Written or Oral Critique • Individual/Group Presentation

Visual Art

Grade Level: Art 2-D

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. analyze and interpret artworks, as critics, historians, and artists, to determine relationships among form, context, purposes, and critical models.	The students analyze the value of artworks using different roles, standards, or sets of criteria. The students will select one specific artwork and analyze it using criteria appropriate for an art critic, an art historian, and a student-artist.	<ul style="list-style-type: none"> • Research Paper/Essay • Individual/Group Presentation • Journal • Written or Oral Critique
B. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.	The students use set criteria to compare and understand artworks from different time periods and cultures. The students look at the use of color and pattern in artworks from David Hockney, Jennifer Bartlett, Mark Rothko, Henri Matisse, Gustav Klint, Japanese Block Prints from the 1800's, Mayan Temple Paintings, and/or Prehistoric Cave Paintings.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation • Research Paper/Essay • Test/Quiz
C. describe the function and meaning of specific art objects within varied cultures, times, and places	The students explain the role and meaning of art to the development of specific time periods and cultures. The students research and develop understandings of the relationship of people to specific artworks such as the floral beadwork patterns of the Iroquois, the Medieval depictions of Saints, or the artwork created by Andy Warhol and other 60's Pop Artists.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation • Research Paper/Essay • Test/Quiz

Cultures

Asian
African
Native American
Latin American

Movements (theisms)

Eras

Prehistoric
Medieval
Contemporary

Visual Art

Grade Level: Art 2-D

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. correlate responses to artworks with various techniques for communicating meanings, ideas, and intentions.	The students evaluate the reaction of viewers to specific techniques used in the creation of artworks. The students research and make presentations on selected works that uses varied techniques of medium and design to communicate or express the same meaning, purpose, or theme.	<ul style="list-style-type: none"> • Research Paper/Essay • Group/Individual Presentation • Written or Oral Critique
B. use complex descriptors and analogies to analyze how visual and tactile qualities are perceived aesthetically.	The students use visual art vocabulary to describe the characteristics of artworks. The students will critique the characteristics of a selected artwork.	<ul style="list-style-type: none"> • Research Paper/Essay • Group/Individual Presentation • Written or Oral Critique • Journal • Checklist • Rubric • Test/Quiz

Artists

David Hockney
 Jennifer Bartlett
 Jasper Johns
 Boyd Sanders

Visual Art
Grade Level: Art 3-D

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. synthesize the concepts and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences and describe the connections through discussions, in writing, or a work of art.	The students demonstrate the similarities of thought, comparison, analysis, and design that are shared by Visual Artists, Dancers, Musicians, Theatrical People, Historians, and Scientists. The students describe these similarities by writing about the relationship of inspiration, planning, and/or chance (accident, luck) to accomplishment in each of these areas.	<ul style="list-style-type: none">• Research Paper/Essay• Group/Individual Presentation• Written or Oral Critique• Journal• Test/Quiz

Visual Art

Grade Level: Advanced Art 3-D

I. Understanding and applying media, techniques, and processes.

Creative Expression – Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. demonstrate mastery of at least one visual arts medium through effective use of techniques and processes in communication of ideas.	The students use a variety of techniques in at least one art media with skill and control. The students skillfully use scoring and slipping along with support structures to build an 18” tall clay sculpture out of repeated segments or forms.	<ul style="list-style-type: none"> • Written or Oral Critique • Portfolio • Rubric • Checklist
B. initiate, define, and solve challenging visual arts problems independently	The students plan and pursue individual assignments that they find interesting and challenging. Students select combine two clay forming processes (pinch, coil, slab, thrown, molded) to develop patterns and form in a single clay sculpture.	<ul style="list-style-type: none"> • Written Plan or Outline • Portfolio • Written or Oral Critique

Media

Clay
Metal
Wood
Paper
Plaster
Recycled or Found Objects

Techniques

Pinch, Coil, Slab, Wheel, Mold Formed,
Wire and Sheet, bending, Cutting, Attaching, Soldering, Texturing,
Cutting, Carving, Screwing, Gluing, Sanding,
Folded, Molded,
Molding, Subtractive, Additive, Scaffolding or Framework

Visual Art

Grade Level: Advanced Art 3-D

II. Using knowledge of structures and functions such as elements and principles of design.

Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. compare and contrast two or more perspectives relative to the structural organization of artworks and defend personal evaluation of these perspectives.	The students look at similarities and differences in artworks based on several types of criteria. Students compare two carved (subtractive) figures by different artists using the principles and elements of art, the choice of media, the expressive or stylistic purpose or ideas of the artist, and the student's personal interests.	<ul style="list-style-type: none"> • Written or Oral Critique • Journal • Checklist • Test/Quiz
B. create multiple solutions to specific visual arts problems that demonstrate effective relationships between structural choices and artistic functions.	The students plan and create several different successful artworks that respond to the same criteria or assignment. Students select and plan an individual subject or theme (dancing figures, organic forms, the eye, storage boxes, vase) and create three sculptures using different media or processes (soldered wire, carved plaster, molded paper, coil clay, slab clay, found object, mixed media).	<ul style="list-style-type: none"> • Rubric • Checklist • Portfolio • Teacher Observation

Elements of Design

Line
Shape
Color
Value
Form
Texture
Space

Principles of Design

Movement
Rhythm
Contrast
Emphasis
Balance
Unity

Compositional Skills

Visual Art
Grade Level: Advanced Art 3-D

III. Choosing and evaluating a range of subject matter, symbols, and ideas

Creative Expression/Aesthetic Valuing— *Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. describe and determine the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.	The students present educated reasons for the choice of specific subjects and objects included in artwork by artists. The students explain the suggested inspirations or origins of South Carolina African-American Face Pots, and sculptures by David Smith, Nancy Graves, and/or Maya Lin. The students compare the origins of these images and ideas to those used in there own artwork.	<ul style="list-style-type: none"> • Research Paper/Essay • Group/Individual Presentation • Written or Oral Critique
B. make and defend aesthetic judgments about the validity of the source and content of one’s own artwork and the significant works of others using appropriate art vocabulary and concepts.	The students make judgments on the common or accepted meanings and symbolism of objects, actions, etc. that reflect their culture and time period. The students compare the meanings and symbols within their artwork to other time periods and cultures to discover similarities and differences.	<ul style="list-style-type: none"> • Journal • Written or Oral Critique • Individual/Group Presentation

Visual Art

Grade Level: Advanced Art 3-D

IV. Understanding the visual arts in relation to history and cultures

Visual Arts Heritage – Students will demonstrate knowledge of artists, art history, world cultures and understand how the visual arts reflect, record, and shape cultures.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. analyze and interpret artworks, as critics, historians, and artists, to determine relationships among form, context, purposes, and critical models.	The students analyze the value of artworks using different roles, standards, or sets of criteria. The students will select one specific sculpture and analyze it using criteria appropriate for an art critic, an art historian, and a student-artist.	<ul style="list-style-type: none"> • Research Paper/Essay • Individual/Group Presentation • Journal • Written or Oral Critique
B. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.	The students use set criteria to compare and understand artworks from different time periods and cultures. The students look at the use of movement and surface texture in the sculptures of Ancient Greece, 19century Polynesian woodcarvings, and the artworks of Donatello, Rodin, and/or Brancusi to find similarities and differences.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation • Research Paper/Essay • Test/Quiz
C. describe the function and meaning of specific art objects within varied cultures, times, and places	The students explain the role and meaning of art to the development of specific time periods and cultures. The students research and develop understandings of the relationship of people to specific artworks such as the Raku fired tea bowls of Japan and/or the tomb sculptures of Ancient Egypt.	<ul style="list-style-type: none"> • Written or Oral Critique • Individual/Group Presentation

Cultures

Mayan, Inca, Aztec
Asian
African
Native American
Latin American

Movements (the isms)

Eras

Prehistoric
Pre Colombian
Contemporary

Visual Art

Grade Level: Advanced Art 3-D

V. Reflecting upon and assessing the merits of their work and the work of others

Aesthetic Valuing/Visual Arts Heritage – Students will make informed responses regarding their work and the works of others through analysis, interpretation, and judgment.

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. correlate responses to artworks with various techniques for communicating meanings, ideas, and intentions.	The students evaluate the reaction of viewers to specific techniques used in the creation of artworks. The students research and make presentations on selected works that uses varied techniques of medium and design to communicate or express the same meaning, purpose, or theme.	<ul style="list-style-type: none"> • Research Paper/Essay • Group/Individual Presentation • Written or Oral Critique
B. use complex descriptors and analogies to analyze how visual and tactile qualities are perceived aesthetically.	The students use visual art vocabulary to describe the characteristics of artworks. The students will critique and the characteristics of a selected artwork.	<ul style="list-style-type: none"> • Research Paper/Essay • Group/Individual Presentation • Written or Oral Critique • Journal • Checklist • Rubric • Test/Quiz

Artists

Claus Oldenberg

George Segal

Nancy Graves

Maya Lin

Isamu Noguchi

Visual Art
Grade Level: Advanced Art 3-D

VI. Making connections between visual arts and other disciplines

Visual Arts Heritage/Integration – *Students will demonstrate knowledge of connections among the content of visual arts, other disciplines, and everyday life.*

South Carolina Standards	Activities/Topics/Resources	Assessment Strategies
A. synthesize the concepts and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences and describe the connections through discussions, in writing, or a work of art.	The students demonstrate the similarities of thought, comparison, analysis, and design that are shared by Visual Artists, Dancers, Musicians, Theatrical People, Historians, and Scientists. The students describe these similarities by writing about the relationship of inspiration, planning, and/or chance (accident, luck) to accomplishment in each of these areas.	<ul style="list-style-type: none">• Research Paper/Essay• Group/Individual Presentation• Written or Oral Critique• Journal• Test/Quiz